

2015 - 2016
Educator Requirements
for Highly Qualified
Attestation Forms and Guidance

Diane Douglas, Superintendent of
Public Instruction

SECTION 1:
ADMINISTRATION SECTION



State of Arizona
Department of Education
Office of Diane Douglas
Superintendent of Public Instruction

June 5, 2015

Dear Educator:

Arizona is committed to the goal that children living in poverty and who report minority status shall be taught by experienced, qualified, and/or effective teachers at the same rates than other children. Arizona further recognizes that teacher quality has a major impact on overall student achievement. Ultimately, it is the Department of Education's mission to ensure that all students achieve the Arizona Academic Standards and reach their fullest potential. This goal can only be realized when every child, regardless of geographic location, socio-economic status, or ethnicity is taught by a highly effective teacher.

Thank you as we work cooperatively to ensure a highly effective teacher in every Arizona classroom.

Sincerely,

A handwritten signature in cursive script that reads "Steve Larson".

Steve Larson
Director, Effective Teachers and Leaders Unit
Arizona Department of Education
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steve.larson@azed.gov

TABLE OF CONTENTS

SECTION 1: ADMINISTRATION SECTION

- a. Highly Qualified Teacher Updates 2015-2016
- b. Certification Updates 2015-2016
- c. Checklist for Principal
- d. Highly Qualified Required Documentation
- e. Corrective Action Plan Procedures
- f. Parents Right-to-Know
- g. Sample Four-Week Letters
- h. Substitute Waiver
- i. Use of Technology (Online Coursework Guidance)
- j. Middle Grade Content Coursework Guidance
- k. High School Science Content Coursework Guidance
- l. Paraprofessional Attestation/Guidance

SECTION 2: ELEMENTARY ATTESTATIONS K-8

- a. Kindergarten
- b. Elementary
- c. Single Subject Elementary Grades 5-6 only

SECTION 3: MIDDLE SCHOOL, JUNIOR HIGH, HIGH SCHOOL, VISUAL ARTS & MUSIC ATTESTATION

SECTION 4: READING SPECIALIST ATTESTATION

SECTION 5: MATH INTERVENTIONIST ATTESTATION

SECTION 6: SEI CLASSROOM ATTESTATION

SECTION 7: SPECIAL EDUCATION ATTESTATIONS

- a. SPED Early Childhood
- b. Non-Teacher of Record
- c. Teacher of Record
- d. New-to-the-Profession

SECTION 8: CTE (DUAL CREDIT) ATTESTATION

SECTION 9: RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP GRANT)

Highly Qualified Teacher Updates 2015-2016

All core content teachers must meet Highly Qualified requirements at the time of hire or the time of transfer to another position within a Local Education Agency (regardless of whether a school receives Title I funding).

HQT Reporting Timeline- 2015-2016

- All district/charter schools must report both their non-core and Highly Qualified core teacher information on-line through the Highly Qualified Teacher Input Application (HQTIA) no later than Monday, October 5, 2015. This information is then transferred to the Student-Teacher-Course Connection. If there is any discrepancy between the two systems, the teacher will be flagged and the Local Education Agency will be notified. Please strive to enter as accurate of data as possible.

New Updates and General Reminders

- **Equity:** Federal law requires that the Local Education Agency ensures that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers including long-term substitutes. In this “teacher shortage” time, it is crucial for the LEA to actively recruit Highly Qualified teachers.
- **Long-term substitutes, with substitute certificates working in a district, are not considered Highly Qualified.** Start dates and end dates are entered into the HQTIA database. Even though they do not need a Corrective Action Plan, the LEA still needs to upload a recruitment plan showing due diligence to replace the substitutes with Highly Qualified teachers.
- **Corrective Action Plans:** All core teachers (except substitutes) who do not meet Highly Qualified requirements need to complete a Corrective Action Plan. The template is located at: <http://www.azed.gov/highly-qualified-professionals/files/2014/09/corrective-action-plan-form.docx>. The CAP is uploaded into ALEAT and attached to the “action step” addressing the non-Highly Qualified teachers. Grants may not be approved until CAPs are uploaded. A four-week letter must be sent home to notify the parents of any non-Highly Qualified teacher including long-term substitutes.
- **Reading Interventionists:** All Reading Interventionists providing supplemental instruction and intervention to struggling students are to meet the Reading Endorsement Requirements (including charters) regardless of the supplemental program being implemented, including Read 180 Teachers.
- **Out-of-state Comparable Exams:** Every core teacher with an out-of-state comparable exam must provide documentation of that exam showing he/she passed. If “HQ Reciprocity” is chosen as the Highly Qualified status for the out-of-state teacher, the name and date of the exam is to be entered into the Highly Qualified Teacher Input Application (HQTIA).
- **Online Teachers:** Local Education Agencies which are providing students with core content instruction via an on-line provider must collect and maintain a Highly Qualified file for each teacher providing instruction. On-line teachers must possess a bachelor’s degree, be Appropriately Certified in the State of Arizona (only Special Education teachers must be certified in a charter school setting) and meet Highly Qualified requirements in the core content they are teaching. They must also have a valid Arizona IVP fingerprint card. **Using digital curriculum does not take the place of a Highly Qualified teacher in the classroom.** Programs like A+, NovaNet, etc. do not meet Highly Qualified requirements without an Appropriately Certified (except charters) and Highly Qualified teacher in the classroom for each course being offered. Please see the guidance on online courses located at: <http://www.azed.gov/teacherprincipal-evaluation/files/2014/05/guidance-on-the-use-of-technology-in-the-provision-of-core-academic-subjects.pdf>

Highly Qualified Teacher Updates 2015-2016

- **Student-Teacher-Course Connection Reporting:** Local Education Agencies reporting Highly Qualified Teachers into the Student-Teacher-Course Connection must list the name of the **specific** core content teacher who is instructing for online course. **The vendor's name in place of the teacher is no longer accepted.**
- **Highly Qualified Documentation:** Local Education Agencies must maintain a Highly Qualified teacher file for each core content teacher, which is updated annually and includes a copy of the attestation forms (if utilized) and supporting documentation for all current teaching assignments. Files must be stored at a local school site or at a centralized location for a minimum of five years (per the requirements for federal documents).
- **Electronic Verification:** It is the responsibility of either the principal or the LEA to electronically verify all core teachers listed in the Highly Qualified Teacher Input Position Application. Once the teacher information and the teaching position are checked for accuracy, the information may be verified. Any teachers who did not return for 2015-2016 school-year may be deleted.
- **Single Subject Elementary Attestation:** A new attestation is available for teachers who instruct in a departmentalized setting for grades 5-6. It is located in Section 2.

Contact Information

Name	Title	E-mail Address	Phone
Educator Excellence Section Website at ADE		http://www.ade.az.gov/asd/hqtp/	
Mark McCall	Deputy Associate Superintendent	mark.mccall@azed.gov	602-364-2242
Eric Brooks	Director of Professional Learning	eric.brooks@azed.gov	602-364-1842
Steve Larson	Director of Effective Teachers and Leaders	steve.larson@azed.gov	602-364-1842
Raquel Alvara	Education Program Specialist, Title II	raquel.alvara@azed.gov	602-364-3452
Harold Frederick	Education Program Specialist, Title II	harold.frederick@azed.gov	602-542-5391
David Gauch	Education Program Specialist, Title II	david.gauch@azed.gov	602-542-5343
Virginia Stodola	Education Program Specialist, Title II	virginia.stodola@azed.gov	602-364-3552
Support Services	For Common Log-On Access to HQT	enterprise@azed.gov	602-542-7378 or (866) 577-9636
ALEAT Invitation	Access to Arizona LEA Tracker	ALEAT@azed.gov	602-542-4353



2015 – 2016
ARIZONA HIGHLY QUALIFIED ATTESTATION
CHECKLIST FOR PRINCIPALS

LEA		Principal Name	
School		School Start Date	

All core content teachers must be Highly Qualified *at the time of hire* or the *time of transfer* to another position within a Local Education agency (regardless of whether a school receives Title I funding).

Within the first four weeks of school the following should be completed:

- ☐ The Highly Qualified Teacher Guidance and Attestation Booklets for 2015-2016 should be downloaded from the Arizona Department of Education.
- ☐ Administrators should review the list of core content areas and the requirements for each position provided in the guidance and attestation booklets. Regardless of whether a Local Education Agency chooses to utilize the attestation forms to gather Highly Qualified data, teachers must meet the requirements for each core content position they are hired to teach.

Core Academic Subject Areas:

- | | |
|---|-------------------------------|
| *Elementary Education | *Economics |
| *Middle Grades English/Language Arts | *English |
| *Middle Grades Mathematics | *Foreign Language |
| *Middle Grades General Science | *Geography |
| *Middle Grades Social Studies | *History |
| *Visual Arts | *Political Science/Government |
| *Music | *Mathematics |
| *Science (including Biology, Chemistry, Earth Science, General Science, Integrated Science, Physical Science and Physics) | |

- ☐ Administrators will ensure that Highly Qualified files are updated annually into the HQTIA database and include all attestation forms (if utilized) and supporting documentation for all core content teachers. Files must be stored at the school site or at a centralized location for a minimum of five years (per federal requirements). All core content teachers must have a Highly Qualified file to support their status, which includes online teachers. Whether the course uses a digital curriculum, or it is truly an online “in real time” course, teachers of core content areas are still required to meet Highly Qualified requirements. Administrators should seek out and verify the required documentation from online providers prior to engaging their services. See the guidance on online instruction: <http://www.azed.gov/teacherprincipal-evaluation/files/2014/05/guidance-on-the-use-of-technology-in-the-provision-of-core-academic-subjects.pdf>
- ☐ Under the Federal ESEA requirements (formerly the No Child Left Behind Act of 2001) Title I schools are required to provide parent notification when a teacher does not meet the Highly Qualified requirements for his/her core content position(s) as outlined by the legislation. Parents must be notified immediately after the fourth consecutive week in the classroom including long-term substitute positions. Sample copies of the parent notification letter for district and charter schools can be downloaded from the Arizona Department of Education website located at: <http://www.azed.gov/highly-qualified-professionals/highly-qualified-teachers-and-paraprofessionals/information-for-administrators/>.
- ☐ Although it is no longer a requirement to have teachers sign their individual attestation forms, it is recommended that administrators review the core content position requirements for each assigned position with each teacher (along with the means by which the teacher meets the Highly Qualified requirements) to ensure his/her understanding.
- ☐ All Highly Qualified teacher data must be entered on the Highly Qualified Teacher Position Input Application, accessed through the Common Log-On, no later than October 2, 2015. Principals are required under federal law to **verify** the accuracy of the information for each teacher as information is entered onto the HQTIA system.

2015-2016

HIGHLY QUALIFIED REQUIRED DOCUMENTATION

Listed below are the documents required to be kept at either the site level or the LEA level for all core content teachers to meet Highly Qualified Requirements. Documentation of evidence needs to be kept together in a folder or binder and provided to the Arizona Department of Education Specialists upon request for monitoring purposes.

1. Copy of Teaching Certificate
2. Copy of IVP Fingerprint Clearance Card
3. The attestation form or other forms of evidence showing the position in which the teacher is instructing, completed for each core content area for the current year.
4. The required documents that provide evidence of Highly Qualified status listed on the attestation form.
 - a. Out-of-state exams showing a passing score. **(It is not necessary to provide AEPA/NES documentation as this documentation is available through the Certification database).**
 - b. Transcripts with the coursework for the 24 credits highlighted or advanced degree highlighted.
 - c. HOUSSE Rubric for the core content area being taught. HOUSSE Rubrics can only be dated from 2003 – June 2007. They are still acceptable, if the documentation is also provided.
 - i. Appropriate documentation for years' experience
 - ii. Transcripts if coursework is marked
 - iii. Verification of leadership/service work
 - iv. Certificates from attending professional development
 - v. Copies of awards, presentations, publications
5. Copy of 4-Week Letter to Parents, if teacher does not meet Highly Qualified requirements. (Title I schools only)
6. Previous years' attestations or other documented evidence.

Please do not include any personnel items in the Highly Qualified documentation that is confidential. A separate folder/file needs to be kept for personnel information.

Non-Highly Qualified Corrective Action Plan Procedures

Pursuant to requirements mandated by P.L. 107-110 No Child Left Behind Legislation

The LEA has procedures in place to ensure that all teachers in core academic areas and Title I paraprofessionals are highly qualified at the time of hire or transfer to a new position and to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified or out-of-field teachers. [PL 107-110, Section 1119 (a) (1)]

In the event that a teacher is determined to be not highly qualified in the core content area for which he/she is assigned, the Arizona Department of Education will require the development of a Corrective Action Plan (CAP). An acceptable Corrective Action Plan must outline the *most expedient* means for a teacher to reach the highly qualified status in the identified core content area(s). <http://www.azed.gov/highly-qualified-professionals/highly-qualified-teachers-and-paraprofessionals/information-for-administrators/>

**** PLEASE NOTE:** Federal funds may be withheld for non-compliance.**

In addition to the teacher Corrective Action Plan, the LEA must make the following changes to the LEA Continuous Improvement Plan in ALEAT, Goal/Standard 3 Curriculum and Instructional Systems:

Add at least one **action step** that addresses how the LEA will ensure and monitor that all non-highly qualified teachers will become highly-qualified;

And Upload (attach) a summary sheet or spreadsheet, if needed.

Sample strategy* and action step:

(strategy) ABC School District employs an intentional process to hire and equitably distribute content proficient, highly-qualified and effective staff.

(action step) Ten of the LEA's core content teachers have Corrective Action Plans and will pass the appropriate tests by December 31, 2014. (Attach CAPs and possibly summary to this action step.)

Add a **strategy** to address highly-qualified teachers, if needed, or simply add the action step to your existing strategy addressing highly-qualified teachers.

October 2014

Non-Highly Qualified Corrective Action Plan

Pursuant to requirements mandated by P.L. 107-110 No Child Left Behind Legislation

In the event that a teacher is determined to be not highly qualified in the core content area for which he/she is assigned, the Arizona Department of Education will require the development of a Corrective Action Plan. An acceptable Corrective Action Plan must outline the most expedient means for a teacher to reach the highly qualified status in the identified core content area(s).

Teacher Name:		School:	
LEA:		Principal:	
Current Grade Level Assignment:		Non-Highly Qualified Content Area(s):	

√ Check the appropriate box(es) and complete requested information below:

<input type="checkbox"/>	Elementary Certificate (K-8)
Approved Area(s) on Certificate/Endorsements, if applicable:	
<input type="checkbox"/>	Secondary Certificate (7-12)
Approved Area(s) on Certificate/Endorsements, if applicable:	
<input type="checkbox"/>	Special Education Certificate (K-12)
Disability Area(s)/Endorsements:	
<input type="checkbox"/>	Other (Indicate in the Space Provided)

Indicate below the **specific steps** the teacher will take to become highly qualified in the content area/grade level identified above. **Each step must be measureable.** The Corrective Action Plan must outline the most expedient means of reaching the highly qualified status.

The steps within the Corrective Action Plan shall be completed by: _____
(Date)

Action Step(s) to Reach Highly Qualified Status	Projected Completion Date

Your signature indicates your commitment to implementing the Corrective Action Plan indicated above:

Signature of Employee (Not Applicable if Vacant Position)

Date

Signature of Building Administrator

Date

Signature of Superintendent/Charter Representative

Date

**** PLEASE NOTE: Federal funds may be withheld for non-compliance. ****

Parents Right-to-Know

(Teacher Qualifications • Not-Highly-Qualified Status)

Title I Section 1111 (h)(6)

(6) PARENTS RIGHT-TO-KNOW-

- (A) **QUALIFICATIONS-** At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - (i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - (ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
 - (iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
 - (iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- (B) **ADDITIONAL INFORMATION-** In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—
 - (i) information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and
 - (ii) timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- (C) **FORMAT-** The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

**SUGGESTED SAMPLE PARENTAL NOTIFICATION LETTER – FOR PARENTS TO
REQUEST THE QUALIFICATIONS OF THEIR CHILD’S TEACHER
(TO BE PRINTED ON LOCAL SCHOOL STATIONERY/LETTERHEAD)**

Date _____

Dear Mr./Ms. or Mr. and Mrs. _____ (as appropriate):

We are pleased to notify you that in accordance with the *No Child Left Behind Act of 2001*, you have the right to request information regarding the professional qualifications of your child’s teacher. Specifically, you may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria has been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive this information, please complete the top portion of the enclosed form, and return the form to your child’s school. Should you have any questions, feel free to contact Mr./Ms.

_____ at (telephone number), and he/she will be happy to assist you.

Sincerely,

(Today's Date)

Dear Parents:

Under the Federal No Child Left Behind (NCLB) Act of 2001, Title I schools are required to provide parent notification when a teacher does not meet the requirements as a highly qualified professional as outlined by the legislation.

(Teacher's Name) is a valued member of the faculty at (School Name). Although (she/he) does not meet the Federal requirements for being a highly qualified teacher according to the NCLB guidelines, (she/he) is an appropriately certified teacher in the State of Arizona. (Teacher's Name) will be completing the necessary steps to meet the Federal highly qualified requirements as soon as possible. Thank you.

Sincerely,

(Principal's Name)

(Name of School)

(Superintendent's Name)

(Name of LEA)

(Today's Date)

Dear Parents:

Under the Federal No Child Left Behind (NCLB) Act of 2001, Title I schools are required to provide parent notification when a teacher does not meet the requirements as a highly qualified professional as outlined by the legislation.

(Teacher's Name) is a valued member of the faculty at (School Name). Although (she/he) does not meet the Federal requirements for being a highly qualified teacher according to the NCLB guidelines, (she/he) does meet the provisions to teach according to the Arizona Board for Charter Schools. (Teacher's Name) will be completing the necessary steps to meet the Federal highly qualified requirements as soon as possible. Thank you.

Sincerely,

(Principal's Name)
(Name of School)

(Charter Representative)
(Name of Charter)



State of Arizona
Department of Education

Title II-A Guidance on the Use of Technology in the Provision of Core Academic Subjects

Guidelines:

- A highly qualified teacher of record must be present with students working on a core academic subject(s) through the use of digital curriculum software on a computer. It is recommended that students be grouped by content to insure that the teacher present in the room meets this requirement.
- Digital curriculum software (whether it is accessed locally from a school server or online via the Internet) would be considered the same as a textbook and cannot replace the requirement for having a highly qualified teacher present with students when they are working.
- A paraprofessional may be present to provide additional assistance to students utilizing a digital curriculum (as in a regular classroom setting), but cannot replace the requirement for a highly qualified teacher to be present.
- An LEA may utilize technology (ex. video conferencing) so that students who are remote from the main classroom can participate jointly in a live class being conducted. Students must be able to actively participate in the live class, including the ability to interact with the teacher and ask questions/receive direct assistance. In this instance, the teacher instructing the live class is acting as the teacher of record for all participating students. The teacher of record is responsible for directly instructing, evaluating and assigning grades for all students in the class and must be highly qualified in the assigned core content area.
- Students within an LEA can utilize an on-line course to receive instruction in a particular core content area. This is often used in remote areas where recruitment of highly qualified teachers is difficult. In this instance, the teacher of the on-line course must meet Arizona's highly qualified requirements for the core content area they are teaching. The teacher of an on-line course will be responsible for providing instruction, be accountable for monitoring/evaluating student progress and assigning grades. The instructor of an on-line course must be reviewed annually to determine whether they are highly qualified for the core content area(s) they are teaching. The LEA must gather all of the supporting documentation needed to verify the highly qualified status of the on-line teaching staff. The LEA must maintain this documentation with the other teacher files for five years (as required for federal documents) and report the each core content teaching position on the Highly Qualified Position Input Application through the Common Log-On.
- Teachers who are physically residing in another state and providing an Arizona LEA with an on-line course must hold a valid Arizona Identity Verified Prints (IVP) fingerprint card and hold an appropriate Arizona Teaching Certificate.



State of Arizona
Department of Education

**Coursework Requirements for the
Middle Grades Single Subject Content Areas (5-8)**

Note: All coursework must be 100 level or above from an accredited institution of higher education.
Pedagogy and methods classes (typically with the EDU prefix) cannot be used towards 24 hours.

Middle Grades English/Language Arts: A valid Elementary or Secondary Certificate with a minimum of 24 semester hours of coursework in English/Language Arts or an advanced degree in English. Courses may be accepted from the following areas:

Composition

English

Grammar

Linguistics

Literature

Speech

Reading (a single methods class for this content area only may be included)

Middle Grades Social Studies – Required: 3 semester hours in 3 of the 4 content areas

A valid Elementary or Secondary Certificate (except charter schools) with a minimum of twenty-four (24) semester hours or an advanced degree in Social Studies to include credit in the areas specified below.

***Economics**

***Geography**

***History**

***Political Science**

Middle Grades Mathematics: A valid Elementary or Secondary Certificate (except charter schools) with a minimum of twenty-four (24) semester hours or an advanced degree in Mathematics.

Middle Grades General Science: A valid Elementary or Secondary Certificate with 12 semester hours of Life Sciences and 12 semester hours of Physical/Earth/Space Sciences. Courses may be accepted from the categories below:

**Life Sciences
(12 semester hours)**

Agriculture

Anatomy

Biology

Botany

Biochemistry

Ecology

Environmental Science

Microbiology

Physiology

Zoology

Kinesiology

**Physical/Earth/Space Sciences
(12 semester hours)**

Astronomy

Chemistry

Earth Science

Geology

Meteorology

Physical Geography

Physics

Oceanography

Biochemistry

Physical Science

For further information or questions related to the 24 credit requirement, please contact the Effective Teachers & Leaders Unit at (602) 364-1842.

6/5/2015



State of Arizona
Department of Education

Coursework Requirements for High School Sciences (9-12)
Highly Qualified Criteria to Meet the 24 Credit Hour Requirements

Note: All coursework must be 100 level or above from an accredited institution of higher education.

Pedagogy and methods classes (typically with the EDU prefix) cannot be used towards 24 hours.

General Science - A valid Secondary Certificate with 12 semester hours of coursework in Life Sciences **and** 12 semester hours of coursework in Physical/Earth/Space Sciences. Courses may be accepted from the following categories below:

Life Sciences
(12 semester hours)

Agriculture
Anatomy
Biology
Botany
Biochemistry
Ecology
Environmental Science
Microbiology
Physiology
Zoology
Kinesiology

Physical/Earth/Space Sciences
(12 semester hours)

Astronomy
Chemistry
Earth Science
Geology
Meteorology
Physical Geography
Physics
Oceanography
Biochemistry
Physical Science

Physical Science - A valid Secondary Certificate with 24 semester hours from the following areas:

Biochemistry
Chemistry
Physical Science
Physics

Earth/Space Science - A valid Secondary Certificate with 24 semester hours in science from the following areas:

Agriculture (must be dealing with soils and **NOT** livestock or plants)
Astronomy
Earth Science
Environmental (must be dealing with soils or the Earth and **NOT** life)
Forestry (must be dealing with soils or the Earth and **NOT** life)
Geology
Meteorology
Physical Geography
Oceanography
Ecology (must be dealing with soils or the Earth and **NOT** life)

Integrated Science - Must be highly qualified in General Science content area- (see list above).

Forensic Science - Must be highly qualified in General Science content area- (see list above).

Environmental Science - Must be highly qualified in General Science or Earth Science content area- (see list above).

Anatomy and Physiology (A&P) - Must be highly qualified in Biology- highly recommend that coursework be directly relevant to anatomy and physiology in order to support instructional content competency.

For further information or questions related to the 24 credit requirement, please contact the Effective Teachers & Leaders Unit at (602) 364-1842.



State of Arizona
Department of Education

Highly Qualified Requirements for Instructional Paraprofessionals

Instructional paraprofessionals must complete an attestation form annually (and may not waive the option) since their information is not entered onto the Highly Qualified Teacher Position Input application online. Instead documentation for paraprofessionals is to be uploaded into ALEAT for Title I monitoring. Local Education Agencies must maintain instructional paraprofessional files for at least five years (per federal document retention requirements).

Federal Requirements for Paraprofessionals:

According to federal No Child Left Behind (P.L. 107-110) requirements, all K-12 instructional paraprofessionals working in a Title I school-wide school or Title I targeted program must meet the following requirements:

- High School diploma or GED **AND** an Associate's Degree or higher **OR**
- Completed two years of study (equaling 60 or more credit hours) from an accredited institution of higher education **OR**
- Obtained a passing score on one of the Arizona Department of Education approved assessments below:
 - ETS ParaPro Assessment (Praxis)
 - ACT Workkeys (Writing, Applied Mathematics & Reading for Information)
 - Master Teacher's ParaEducator PD Now! (formerly ParaEducator Learning Network)

The Arizona Department of Education does not retrieve or retain exam results for paraprofessionals. ADE approved assessment providers can be reached via the following Internet sites/telephone numbers:

- | | |
|--|---|
| • ETS Parapro Assessment | http://www.ets.org/parapro/ 1-800-772-9476 |
| • ACT Workkeys | http://www.act.org/workkeys/pcta/ |
| • The Master Teacher Para Educator PD Now! | http://www.masterteacher.com/ParaEducator-PD-Now
1-800-669-9633 |

Praxis

Educational Testing Service (ETS) designs the ParaPro Exam. Unfortunately, they no longer offer registration for the ParaPro Exam. ETS authorizes various Local Education Agencies (LEAs) to administer the test. The results are sent to ETS for processing and scoring. **The Arizona Department of Education does not administer or schedule the ParaPro Exam. Please contact one of the LEAs listed below or your LEA for services.**

Peoria USD	623-486-6263
Higley USD	480-279-7070
Phoenix School of Academic Excellence	602-241-7876
University of Arizona	520-621-7589
Pinal County Office of Education	520-450-4504
St. David (Cochise County Rural Schools only)	520-720-4492 Ext. 151
Friendly House	602-416-7232



2015 – 2016
ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
INSTRUCTIONAL PARAPROFESSIONAL

(Pursuant to requirements mandated by P.L. 107-110 No Child Left Behind Legislation)

To be completed by Instructional Paraprofessionals in Grades K-12 working in any Title I program or in a Title I school-wide school. Instructional Paraprofessionals must complete the attestation form annually (and may not waive the option) since their information is not entered onto the Highly Qualified Teacher Position Input application online. Information is to be uploaded into ALEAT for monitoring purposes.

Name:		LEA:	
SSN (last 4 digits):		School:	

1. Secondary school diploma or GED **AND**

2. Check only **ONE** option below:

☐ Holds an associate's (or higher) degree (attach copy)

OR

☐ Completed two years of study (equaling 60 or more credit hours) at an accredited institution of higher education (attach transcript; 100 level coursework and above);

OR

☐ Obtained a passing score on an ADE-approved assessment (attach score report):

1. ETS ParaPro Assessment
2. ACT Workkeys
(requires Writing, Applied Mathematics & Reading for Information)
3. Master Teacher's Para Educator Learning Network

*If you met the requirements for 1 and 2, under federal guidelines, you are considered **qualified to work in a Title I Program or Title I School-Wide school.***

☐ **Highly Qualified Paraprofessional**

☐ **Non-Highly Qualified Paraprofessional**

I attest to the factual completion of this evaluation.

Signature of Paraprofessional

Date

Signature of Supervising Teacher #1

Date

**Signature of Supervising Teacher #2*

Date

**Signature of Supervising Teacher #3*

Date

Printed Name of Principal

Signature of Principal

Date

** Include additional teacher signatures if working with more than one. Each supervising teacher must be highly qualified in the core content area they are assigned to teach.*

Attach all supporting documents.

SECTION 2:
ELEMENTARY ATTESTATIONS K-8



2015 – 2016
ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
KINDERGARTEN SELF-CONTAINED

(Pursuant to requirements mandated by P.L. 107-110 No Child Left Behind Legislation)
To be completed by Kindergarten Self-Contained Teachers to verify Highly Qualified status.

Name:		SSN (last 4 digits):	
School:		LEA:	
Teacher Work Email:		School Employment Start Date (mm/yyyy) (Date of Hire):	

1. Holds a bachelor's degree or a more advanced degree from an accredited institution.

AND

2. Holds a valid Arizona teaching certificate (A.R.S. §15-502.B) – Intern, Provisional, Reciprocal, or Standard (Charter school teachers are exempt from this requirement).

- a. ☐ Early Childhood Certificate (K-3 only)
- b. ☐ Elementary Certificate (Gr.1-8 with Early Childhood Endorsement)
- c. ☐ Foreign Teacher Certificate (Early Childhood)
- d. ☐ Teaching Intern Certificate (Early Childhood)
- e. ☐ Special Education Certificate (with Early Childhood Endorsement)

(List Disability Area(s)): _____

AND

3. Teaching Assignment: _____

Grade(s)

Please check only **ONE** option below:

- a. ☐ Passed the Elementary Education Subject Knowledge AEPA 01 exam (K-8) **OR**
- b. ☐ Passed the Elementary Education Subject Knowledge NES Subtests I (NT102) and II (NT103) (K-8) **OR**
- c. ☐ Passed the Early Childhood Subject Knowledge AEPA 36 exam (covers K-3 only) **OR**
- d. ☐ Passed the Early Childhood Subject Knowledge NES (NT101) exam (covers K-3 only) **OR**
- e. ☐ Holds a valid National Board Early Childhood - Generalist Certificate (covers K-3 only) **OR**
- f. ☐ HQ Teacher Reciprocity - Has an out-of-state reciprocal exam or HOUSSE Rubric (documentation required) **OR**
- g. ☐ Earned a minimum of 100 points on the AZ HOUSSE Rubric for Elementary Teachers or Early Childhood Teachers, completed no later than June 30, 2007 (documentation required). An existing rubric may be utilized by teachers continuing or returning to teach in this content area.

If you met the requirements for 1, 2, and 3 under federal guidelines, you are considered **Highly Qualified**.

☐ **Highly Qualified Teacher**

☐ **Non-Highly Qualified Teacher**

I attest to the factual completion of this evaluation.

Signature of Teacher

Date

Printed Name of Principal

Signature of Principal

Date

Please note: Per Arizona State Board requirement (R7-2-608), all district kindergarten teachers must hold an Early Childhood Endorsement.



2015 – 2016

**ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
ELEMENTARY SELF-CONTAINED GRADES 1-8**

(Pursuant to requirements mandated by P.L. 107-110 No Child Left Behind Legislation)

To be completed by Elementary Self-Contained Teachers in Grades 1-8 to verify Highly Qualified status.

Name:		SSN (last 4 digits):	
School:		LEA:	
Teacher Work Email:		School Employment Start Date (mm/yyyy) (Date of Hire):	

1. Holds a bachelor's degree or a more advanced degree from an accredited institution.

AND

2. Holds a valid Arizona teaching certificate (A.R.S. §15-502.B) – Intern, Provisional, Reciprocal, or Standard (Charter school teachers are exempt from this requirement).

- a. ☐ Early Childhood Certificate (K-3 only)
- b. ☐ Elementary Certificate
- c. ☐ Foreign Teacher Certificate (Elementary)
- d. ☐ Teaching Intern Certificate (Elementary)
- e. ☐ Special Education Certificate with Early Childhood Endorsement (K-3 only)

AND

3. Teaching Assignment: _____
Grade(s)

Please check only ONE option below:

- a. ☐ Passed the Elementary Education Subject Knowledge AEPA 01 exam (K-8) **OR**
- b. ☐ Passed the Elementary Education Subject Knowledge NES Subtests I (NT102) and II (NT103) (K-8) **OR**
- c. ☐ Passed the Early Childhood Subject Knowledge AEPA 36 exam (covers K-3 only) **OR**
- d. ☐ Passed the Early Childhood Subject Knowledge NES (NT101) exam (covers K-3 only) **OR**
- e. ☐ Holds a valid National Board Early Childhood - Generalist Certificate (covers K-3 only) **OR**
- f. ☐ HQ Teacher Reciprocity - Has an out-of-state reciprocal exam or HOUSSE Rubric (documentation required) **OR**
- g. ☐ Earned a minimum of 100 points on the AZ HOUSSE Rubric for Early Childhood or Elementary Teachers or, completed no later than June 30, 2007 (documentation required). An existing rubric may be utilized by teachers continuing or returning to teach in this content area.

*If you met the requirements for 1, 2, **and** 3 under federal guidelines, you are considered **Highly Qualified**.*

☐ **Highly Qualified Teacher**

☐ **Non-Highly Qualified Teacher**

I attest to the factual completion of this evaluation.

Signature of Teacher

Date

Printed Name of Principal

Signature of Principal

Date

Please note: Visual Arts & Music are K-12 grade content areas. Complete either the "5-6 Single Subject" Attestation or the "Middle, Junior High, High School, Visual Arts & Music" Attestation.

6/5/15



2015 – 2016
ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
ELEMENTARY- SINGLE SUBJECT
GRADES 5-6

(Pursuant to requirements mandated by P.L. 107-110 No Child Left Behind Legislation)
To be completed by Single-Subject Teachers in grades 5-6 to verify Highly Qualified status.
Use Middle Grades Attestation Form for grades 7-8

Name:		SSN (last 4 digits):	
School:		LEA:	
Teacher Work Email:		School Employment Start Date (mm/yyyy) (Date of Hire):	

1. Hold a bachelor's degree or a more advanced degree from an accredited institution.

AND

2. Holds a valid Arizona teaching certificate (A.R.S. §15-502.B)– Intern, Provisional, Reciprocal, or Standard (Charter school teachers are exempt from this requirement).

- a. ☐ Elementary Certificate
- b. ☐ Secondary Certificate with approved area of Middle Grades or H.S. content (Middle Grades Endorsement required for Gr. 5 only)
- c. ☐ Foreign Teacher Certificate (Elementary)
- d. ☐ Teaching Intern Certificate (Secondary Gr. 6 only)

AND

3. Teaching Assignment: _____
Grade(s) # of Periods Taught in this Core Content Area

Please check only ONE option below. Choose Option #1 Elementary Content or Option #2 Single Core Content Area

☐ **Option #1: Elementary Certificate**

A teacher that is Highly Qualified in Elementary Content can teach in a single subject classroom grades 5-6.

Please check the **ONE** Highly Qualified requirement that applies to Elementary Content.

- a. ☐ Passed the Elementary Education Subject Knowledge AEPA #01 exam (K-8) **OR**
- b. ☐ Passed both the NES Elementary Education Subtests I (NT102) and II (NT103) (K-8) **OR**
- c. ☐ HQ Teacher Reciprocity - Has an out-of-state reciprocal exam or HOUSSE Rubric (documentation required) **OR**
- d. ☐ Earned a minimum of 100 points on the AZ HOUSSE Rubric for Elementary Teachers, completed no later than June 30, 2007 (documentation required). An existing rubric may be utilized by teachers continuing or returning to teach in this content area.

Please note: Visual Arts & Music are K-12 grade content areas and require the use of the Middle, Junior High, High School, Visual Arts & Music attestation form.



OR

☐ **Option #2: Elementary Certificate OR**

Secondary Certificate with Middle Grades Endorsement

A teacher that is Highly Qualified in one of the content areas below is only

Highly Qualified to teach that content area grades 5-6.

If attestation forms are utilized by the LEA, a separate

attestation should be completed for each core content area taught.

- ☐ Grades 5-6 Language Arts/Reading
- ☐ Grades 5-6 Mathematics
- ☐ Grades 5-6 General Science
- ☐ Grades 5-6 Social Studies

Please check the **ONE** Highly Qualified requirement that applies to Single Subject Content Area.

- a. ☐ Passed the appropriate AEPA or NES Subject Knowledge exam in the core academic subject area **OR**
- b. ☐ HQ Teacher Reciprocity - Has an out-of-state reciprocal exam or HOUSSE Rubric (documentation required) **OR**
- c. ☐ Holds an advanced degree in the core academic subject area **OR**
- d. ☐ Has a major/24 credit hours in the core academic subject area **OR**
- e. ☐ Holds National Board Certification in the core academic subject area (Generalist Certificates excluded) **OR**
- f. ☐ Earned a minimum of 100 points on the AZ HOUSSE for Middle, Junior High, High School, Visual Arts & Music teachers in the content area, completed no later than June 30, 2007 (documentation required). An existing rubric may be utilized by teachers continuing or returning to teach in this content area **OR**
- g. ☐ Passed the appropriate ACTFL exam (for foreign languages other than Spanish, German and French)

*If you met the requirements for 1, 2, **and** 3 under federal guidelines, you are considered **Highly Qualified**.*

☐ **Highly Qualified Teacher**

☐ **Non-Highly Qualified Teacher**

I attest to the factual completion of this evaluation.

Signature of Teacher

Date

Printed Name of Principal

Signature of Principal

Date

Please note: Visual Arts & Music are K-12 grade content areas and require the use of the Middle, Junior High, High School, Visual Arts & Music attestation form.

6/5/15

SECTION 3:
MIDDLE SCHOOL, JUNIOR HIGH,
HIGH SCHOOL, VISUAL ARTS & MUSIC
ATTESTATION

SECTION 4:
READING SPECIALIST ATTESTATION



2015 – 2016
ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
READING SPECIALIST (Interventionist)
GRADES K-8; GRADES 6-12; GRADES K-12

(Pursuant to requirements mandated by P.L. 107-110 No Child Left Behind Legislation)
To be completed by reading specialist, reading consultant, remedial reading teacher, reading interventionist, or teachers in a similar position, in Grades K-12 to verify Highly Qualified status.

Name:		SSN (last 4 digits):	
School:		LEA:	
Teacher Work Email:		School Employment Start Date (mm/yyyy) (Date of Hire):	

1. Holds a bachelor's degree or a more advanced degree from an accredited institution.

AND

2. Holds a valid Arizona teaching certificate (A.R.S. §15-502.B) – Provisional, Reciprocal, or Standard (Charter school teachers are exempt from this requirement)

- a. ☐ Early Childhood Certificate (K-3 only)
- b. ☐ Elementary Certificate
- c. ☐ Secondary Certificate
- d. ☐ Special Education Certificate (List Disability Area(s): _____)

AND

3. Teaching Assignment: Reading Specialist (Interventionist) _____

Periods taught in this Core Content Area

☐ Meets the requirements for the Reading Specialist Endorsement – appropriate for grade level: Grades K-8; Grades 6-12; Grades K-12

*If you met the requirements for 1, 2, **and** 3 under federal guidelines, you are considered **Highly Qualified**.*

☐ **Highly Qualified Teacher**

☐ **Non-Highly Qualified Teacher**

I attest to the factual completion of this evaluation.

Signature of Teacher

Date

Printed Name of Principal

Signature of Principal

Date

SECTION 5:
MATH INTERVENTIONIST ATTESTATION



2015 – 2016

**ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
MATHEMATICS INTERVENTIONIST GRADES K-8**

(Pursuant to requirements mandated by P.L. 107-110 No Child Left Behind Legislation)

To be completed by the math interventionist, remedial math teacher, math specialist or similar position in Grades K-8 to verify Highly Qualified status. This individual is not the Teacher of Record for this content area.

Name:		SSN (last 4 digits):	
School:		LEA:	
Teacher Work Email:		School Employment Start Date (mm/yyyy) (Date of Hire):	

1. Holds a bachelor's degree or a more advanced degree from an accredited institution.

AND

2. Holds a valid Arizona teaching certificate (A.R.S. §15-502.B) – Provisional, Reciprocal, or Standard (Charter school teachers are exempt from this requirement)

- a. ☐ Elementary Certificate
b. ☐ Secondary Certificate (Without Mathematics Endorsement)
c. ☐ Special Education Certificate (List Disability Area(s): _____)

AND

3. Teaching Assignment: Mathematics Interventionist

of Periods Taught in this Core Content Area

Check only ONE option below:

- a. ☐ Holds Mathematics K-8 Endorsement (Obtained after June 30, 2011) **OR**
b. ☐ Passed the Mathematics Subject Knowledge AEPA #10 exam **OR**
c. ☐ Passed the Mathematics Subject Knowledge NES (NT304) exam **OR**
d. ☐ Passed the Middle Grades Mathematics Subject Knowledge AEPA #37 exam **OR**
e. ☐ Passes the Middle Grades Mathematics Subject Knowledge NES (NT203) exam **OR**
f. ☐ HQ Teacher Reciprocity - Has an out-of-state reciprocal exam (documentation required) **OR**
g. ☐ Holds an advanced degree in Mathematics **OR**
h. ☐ Has a major/24 credit hours in Mathematics **OR**
i. ☐ Holds National Board Certification in Mathematics

*If you met the requirements for 1, 2, and 3 under federal guidelines, you are considered **Highly Qualified**.*

☐ **Highly Qualified Teacher**

☐ **Non-Highly Qualified Teacher**

I attest to the factual completion of this evaluation.

Signature of Teacher

Date

Printed Name of Principal

Signature of Principal

Date

SECTION 6:
SEI CLASSROOM ATTESTATION



2015 – 2016
ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
Structured English Immersion Classroom

(Pursuant to requirements mandated by P.L. 107-110 No Child Left Behind Legislation)

This attestation is to be completed by teachers in Structured English Immersion Classrooms as defined in A.R.S. §15-756.01 in grades K-12 to verify Highly Qualified status. "Structured English Immersion Classroom" means a classroom in which all of the students are limited English proficient as determined by composite AZELLA scores of Pre-emergent, Emergent, Basic or Intermediate. The purpose of the classroom is to provide four hours of daily ELD instruction, as described in the definition of "ELD" in A.R.S. §15-756.01, in the manner prescribed herein.

Name:		SSN (last 4 digits):	
School:		LEA:	
Teacher Work Email:		School Employment Start Date (mm/yyyy) (Date of Hire):	

Teaching Assignment: SEI Classroom Grades K – 3

of Periods Taught in this Core Content Area: _____

1. Holds a bachelor's degree or a more advanced degree from an accredited institution.

AND

2. Holds a valid Arizona teaching certificate (A.R.S. §15-502.B) – Intern, Provisional, Reciprocal, or Standard (Charter school teachers are exempt from this requirement)
- a. ☐ Early Childhood Certificate (K-3 only)
 - b. ☐ Elementary Certificate (Gr. 1-3)
Note: An Early Childhood Endorsement is required for Kindergarten)
 - c. ☐ Teaching Intern Certificate (Early Childhood or Elementary)
 - d. ☐ Special Education Certificate with Early Childhood Endorsement (K-3 only)

AND

3. Please check only **one** option below:

- a. ☐ Meets the requirements for the Provisional/Full Bilingual Language Endorsement (BLE) **OR**
- b. ☐ Meets the requirements for the Provisional/Full ESL Endorsement **OR**
- c. ☐ Meets the requirements for the Provisional/Full SEI Endorsement

AND

4. Please check only **one** option below:

- a. ☐ Passed the Elementary Education Subject Knowledge AEPA #01 exam (K-8) **OR**
- b. ☐ Passed the Elementary Education Subject Knowledge NES Subtests I (NT102) and II (NT103) (K-8)
- c. ☐ Passed the Early Childhood Subject Knowledge AEPA #36 exam (covers K-3 only) **OR**
- d. ☐ Passed the Early Childhood Subject Knowledge NES (NT101) exam (covers K-3 only) **OR**
- e. ☐ Holds a valid National Board Early Childhood - Generalist Certificate (covers K-3 only) **OR**
- f. ☐ HQ Teacher Reciprocity - Has an out-of-state reciprocal exam or HOUSSE Rubric (documentation required) **OR**
- g. ☐ Earned a minimum of 100 points on the AZ HOUSSE Rubric for Early Childhood or Elementary Teachers, completed no later than June 30, 2007 (documentation required). An existing rubric may be utilized by teachers continuing or returning to teach in this content area.



2015 – 2016
ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
Structured English Immersion Classroom

Teaching Assignment: SEI Classroom Grades 4 - 6

of Periods Taught in this Core Content Area: _____

1. Holds a bachelor's degree or a more advanced degree from an accredited institution.

AND

2. Holds a valid Arizona teaching certificate (A.R.S. §15-502.B) – Intern, Provisional, Reciprocal, or Standard (Charter school teachers are exempt from this requirement)
- a. ☐ Elementary Certificate
 - b. ☐ Teaching Intern Certificate (Elementary)

AND

3. Please check only **one** option below:

- a. ☐ Meets the requirements for the Provisional/Full Bilingual Language Endorsement (BLE) **OR**
- b. ☐ Meets the requirements for the Provisional/Full ESL Endorsement **OR**
- c. ☐ Meets the requirements for the Provisional/Full SEI Endorsement

AND

4. Please check only **one** option below:

- a. ☐ Passed the Elementary Education Subject Knowledge AEPA #01 exam (K-8) **OR**
- b. ☐ Passed the Elementary Education Subject Knowledge NES Subtests I (NT102) and II (NT103) (K-8)
- c. ☐ HQ Teacher Reciprocity - Has an out-of-state reciprocal exam or HOUSSE Rubric (documentation required) **OR**
- d. ☐ Earned a minimum of 100 points on the AZ HOUSSE Rubric for Elementary Teachers, completed no later than June 30, 2007 (documentation required). An existing rubric may be utilized by teachers continuing or returning to teach in this content area.

Teaching Assignment: SEI Classroom Grades 6-7-8

of Periods Taught in this Content Area: _____

1. Holds a bachelor's degree or a more advanced degree from an accredited institution.

AND

2. Holds a valid Arizona teaching certificate (A.R.S. §15-502.B) – Intern, Provisional, Reciprocal, or Standard (Charter school teachers are exempt from this requirement)
- a. ☐ Elementary Certificate with Middle Grades ELA as an approved area
 - b. ☐ Secondary Certificate with English or Middle Grades ELA as an approved area
 - c. ☐ Teaching Intern Certificate with English as an approved area

AND

3. Please check only **one** option below:

- a. ☐ Meets the requirements for the Provisional/Full Bilingual Language Endorsement (BLE) **OR**
- b. ☐ Meets the requirements for the Provisional/Full ESL Endorsement **OR**
- c. ☐ Meets the requirements for the Provisional/Full SEI Endorsement

AND

4. Please check only **one** option below:

- a. ☐ Passed the English Language Arts Subject Knowledge AEPA #02 exam **OR**
- b. ☐ Passed the English Language Arts Subject Knowledge NES (NT301) exam **OR**
- c. ☐ Passed the Middle Grades English Language Arts Subject Knowledge AEPA #38 exam **OR**
- d. ☐ Passed the Middle Grades English Language Arts Subject Knowledge NES (NT201) exam **OR**
- e. ☐ HQ Teacher Reciprocity - Has an out-of-state reciprocal exam or HOUSSE Rubric



2015 – 2016
ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
Structured English Immersion Classroom

(documentation required) **OR**

- f. ☐ Has a major/24 credit hours in English or Language Arts/Reading **OR**
- g. ☐ Has an advanced degree in English **OR**
- h. ☐ Earned a minimum of 100 points on the AZ HOUSSE in English or Middle Grades English Language Arts completed prior to July 1st, 2007 (*documentation required*). An existing rubric may be utilized by teachers continuing or returning to teach in this content area.

Teaching Assignment: SEI Classroom Grades 9 - 12

of Periods Taught in this Core Content Area: _____

1. Holds a bachelor's degree or a more advanced degree from an accredited institution.

AND

2. Holds a valid Arizona teaching certificate (A.R.S. §15-502.B) – Intern, Provisional, Reciprocal, or Standard (Charter school teachers are exempt from this requirement)
- a. ☐ Secondary Certificate (With English as an approved area)
 - b. ☐ Teaching Intern Certificate (Secondary with English as an approved area)

AND

3. Please check only **one** option below:

- a. ☐ Meets the requirements for the Provisional/Full Bilingual Language Endorsement (BLE) **OR**
- b. ☐ Meets the requirements for the Provisional/Full ESL Endorsement **OR**
- c. ☐ Meets the requirements for the Provisional/Full SEI Endorsement

AND

4. Please check only **one** option below:

- a. ☐ Passed the English Language Arts Subject Knowledge AEPA 02 exam **OR**
- b. ☐ Passed the English Language Arts Subject Knowledge NES NT301 exam **OR**
- c. ☐ HQ Teacher Reciprocity - Has an out-of-state reciprocal exam or HOUSSE Rubric in English (documentation required) **OR**
- d. ☐ Has a major/24 credit hours in English **OR**
- e. ☐ Earned a minimum of 100 points on the AZ HOUSSE in English completed prior to July 1st, 2007 (documentation required). An existing rubric may be utilized by teachers continuing or returning to teach in this content area.

*If you met the requirements for 1, 2, 3, and 4 in the specific teaching assignment under federal guidelines, you are considered **Highly Qualified**.*

Teaching Assignment (check all that apply):

SEI Classroom Grades K - 3	<input type="checkbox"/> Highly Qualified	<input type="checkbox"/> Non-Highly Qualified	<input type="checkbox"/> Not Applicable
SEI Classroom Grades 4 - 6	<input type="checkbox"/> Highly Qualified	<input type="checkbox"/> Non-Highly Qualified	<input type="checkbox"/> Not Applicable
SEI Classroom Grades 7 - 8	<input type="checkbox"/> Highly Qualified	<input type="checkbox"/> Non-Highly Qualified	<input type="checkbox"/> Not Applicable
SEI Classroom Grades 9 - 12	<input type="checkbox"/> Highly Qualified	<input type="checkbox"/> Non-Highly Qualified	<input type="checkbox"/> Not Applicable

I attest to the factual completion of this evaluation.

Signature of Teacher

Date

Signature of Principal

Date

SECTION 7:
SPECIAL EDUCATION ATTESTATIONS



2015 – 2016
ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
SPECIAL EDUCATION: Early Childhood (Birth to Age 5)

Pursuant to requirements mandated by H.R. 1350, Sec. 602 – Individuals with Disabilities Education Improvement Act of 2004. To be completed by Special Education Early Childhood Teachers to verify *Highly Qualified status*.

Name:		SSN (last 4 digits):	
School:		LEA:	
Teacher Work Email:		School Employment Start Date (mm/yyyy) (Date of Hire):	

1. Holds a bachelor's degree or a more advanced degree from an accredited institution.

AND

2. Check only **ONE** option below (including Charter Schools):

- a. ☐ Holds a valid Arizona Early Childhood Special Education Certificate (A.R.S. §15-502.B) – Intern, Provisional, Reciprocal, or Standard **OR**
- b. ☐ Holds a valid Arizona Special Education Certificate (A.R.S. §15-502.B) [CC, ED, LD, MR, OI/OHI, Severe/Profound] – Intern, Provisional, Reciprocal, or Standard **and** the Early Childhood Certificate **OR**
- c. ☐ Holds a valid Arizona Special Education Certificate (A.R.S. §15-502.B) [CC, ED, LD, MR, OI/OHI, Severe/Profound] – Intern, Provisional, Reciprocal or Standard **and** the Early Childhood Endorsement

3. Teaching Assignment: Special Education Early Childhood

of Periods Taught in this Core Content Area _____

*If you met the requirements for 1 **and** 2 under federal guidelines, you are considered **Highly Qualified** to teach in a Special Education Early Childhood setting.*

☐ **Highly Qualified Teacher**

☐ **Non-Highly Qualified Teacher**

I attest to the factual completion of this evaluation.

Signature of Teacher

Date

Printed Name of Principal

Signature of Principal

Date



2015 – 2016

ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
SPECIAL EDUCATION: Non-Teacher of Record (K-12)

Pursuant to requirements mandated by H.R. 1350, Sec. 602 – Individuals with Disabilities Education Improvement Act of 2004. To be completed by Special Education Teachers who are not the Teacher of Record to verify Highly Qualified status.

Definition of a Non-Teacher of Record

A Non-Teacher of Record is a Special Education teacher who **does not** directly instruct, evaluate or assign grades to students. Instead, the role is limited to providing Highly Qualified Teachers with consultation on the adaptation of curriculum, or the use of behavioral supports and interventions, or the selection of appropriate accommodations, or assisting students with study or organization skills, or reinforcing instruction the child has already received from a General Education Teacher who is Highly Qualified in that Core Academic Subject.

Name:		SSN (last 4 digits):	
School:		LEA:	
Teacher Work Email:		School Employment Start Date (mm/yyyy) (Date of Hire):	

Please complete the following:

1. Holds a bachelor's degree or a more advanced degree from an accredited institution.

AND

2. Holds a valid Arizona Special Education Certificate (A.R.S. §15-502.B) excludes HI and VI – Intern, Provisional, Reciprocal or Standard (including Charter Schools)

List Disability Area(s): _____

Teaching Assignment: _____

grades and # of periods taught in this disability area

*If you met the requirements for 1 and 2 under federal guidelines, you are considered **Highly Qualified**.*

☐ **Highly Qualified Teacher**

☐ **Non-Highly Qualified Teacher**

I attest to the factual completion of this evaluation.

Signature of Teacher

Date

Printed Name of Principal

Signature of Principal

Date

Note: SPED Teachers that are the "Teacher of Record" for part of the school day must also be Highly Qualified for this second teaching assignment.



2015 – 2016

ARIZONA HIGHLY QUALIFIED ATTESTATION FORM

SPECIAL EDUCATION: Teacher of Record Self-Contained Classroom (Grades K- 5)

Pursuant to requirements mandated by H.R. 1350, Sec. 602 – Individuals with Disabilities Education Improvement Act of 2004. To be completed by Special Education Teachers who are the Teacher of Record for students in grades K-8 to verify Highly Qualified status.

A Teacher of Record directly instructs, evaluates and assigns grades for core academic subjects.

Name:		SSN (last 4 digits):	
School:		LEA:	
Teacher Work Email:		School Employment Start Date (mm/yyyy) (Date of Hire):	

1. Holds a bachelor's degree or a more advanced degree from an accredited institution.

AND

2. Holds a valid Arizona Special Education Certificate (A.R.S. §15-502.B) – Intern, Provisional, Reciprocal, or Standard (including Charter Schools)

Disability Area(s) Listed on Certificate: _____

AND

3. Current Teaching Assignment:

Grade(s) Disability Area(s) must match #2 # of Periods Taught in this Core Content Area

Please check only ONE option below:

- a. ☐ Passed the Elementary Education Subject Knowledge AEPA #01 exam (K-8) **OR**
- b. ☐ Passed the Elementary Education Subject Knowledge NES Subtests I (NT102) and II (NT103) (K-8) **OR**
- c. ☐ Passed the Early Childhood Subject Knowledge AEPA #36 exam (covers K-3 only) **OR**
- d. ☐ Passed the Early Childhood Subject Knowledge NES (NT101) exam (covers K-3 only) **OR**
- e. ☐ Holds a valid National Board Early Childhood - Generalist Certificate (covers K-3 only) **OR**
- f. ☐ HQ Teacher Reciprocity - Has an out-of-state reciprocal exam or HOUSSE Rubric (documentation required) **OR**
- g. ☐ Earned a minimum of 100 points on the AZ HOUSSE Rubric for Early Childhood or Elementary Teachers, completed no later than June 30, 2007 (documentation required). An existing rubric may be utilized by teachers continuing or returning to teach in this content area.

*If you met the requirements for 1, 2, **and** 3 under federal guidelines, you are considered **Highly Qualified**.*

☐ **Highly Qualified Teacher**

☐ **Non-Highly Qualified Teacher**

I attest to the factual completion of this evaluation.

Signature of Teacher

Date

Printed Name of Principal

Signature of Principal

Date



2015 – 2016

ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
SPECIAL EDUCATION: Teacher of Record (Grades 6 - 8)

Pursuant to the requirements mandated by H.R. 1350, Sec. 602 – Individuals with Disabilities Education Improvement Act of 2004. To be completed by Special Education Teachers who are the Teacher of Record for grades 6-8 to verify Highly Qualified status.

A Teacher of Record directly instructs, evaluates, and assigns grades for core academic subjects.

Name:		SSN (last 4 digits):	
School:		LEA:	
Teacher Work Email:		School Employment Start Date mm/yyyy) (Date of Hire):	

1. Holds a bachelor's degree or a more advanced degree from an accredited institution.

AND

2. Holds a valid Arizona Special Education Certificate (A.R.S. §15-502.B) – Intern, Provisional, Reciprocal or Standard (including Charter Schools)

Disability Area(s) Listed on Certificate: _____

AND

3. Current Teaching Assignment:

_____ Grade(s) _____ Disability Area(s) _____ # of Periods Taught in this Core Content Area

Please check only ONE option below. Choose Option #1 Elementary Content or Option #2 Single Core Content Area

☐ **Option #1: Elementary Content**

A Special Education teacher that is Highly Qualified in Elementary content can teach in a self-contained classroom or single subjects in grades K-8.

- a. ☐ Passed the Elementary Education Subject Knowledge AEPA #01 exam (K-8) **OR**
- b. ☐ Passed both the NES Elementary Education Subtests I (NT102) and II (NT103) (K-8) **OR**
- c. ☐ Passed the Early Childhood Subject Knowledge AEPA #36 exam (covers K-3 only) **OR**
- d. ☐ Passed the NES Early Childhood Education exam (NT101) (covers K-3 only) **OR**
- e. ☐ Holds a valid National Board Early Childhood - Generalist Certificate (covers K-3 only) **OR**
- f. ☐ HQ Teacher Reciprocity - Has an out-of-state reciprocal exam or HOUSSE Rubric (documentation required) **OR**
- g. ☐ Earned a minimum of 100 points on the AZ HOUSSE Rubric for Early Childhood or Elementary Teachers, completed no later than June 30, 2007 (documentation required). An existing rubric may be utilized by teachers continuing or returning to teach in this content area.



2015 – 2016

ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
SPECIAL EDUCATION: Teacher of Record (Grades 6 - 8)

OR

☐ **Option #2: Single Core Content Area**

A Special Education teacher that is Highly Qualified in one of the content areas below is only Highly Qualified to teach that content area. If attestation forms are utilized by the LEA, a separate attestation should be completed for each core content area taught.

- ☐ Middle Grades Language Arts/Reading
- ☐ Middle Grades Mathematics
- ☐ Middle Grades Social Studies
- ☐ Middle Grades General Science

Please check the ONE Highly Qualified requirement that applies to Single Subject Content Area.

- a. ☐ Passed the appropriate AEPA or NES Subject Knowledge exam in the core academic subject area **OR**
- b. ☐ HQ Teacher Reciprocity - Has an out-of-state reciprocal exam or HOUSSE Rubric (documentation required) **OR**
- c. ☐ Holds an advanced degree in the core academic subject area **OR**
- d. ☐ Has a major/24 credit hours in the core academic subject area **OR**
- e. ☐ Holds National Board Certification in the core academic subject area (Generalist Certificates excluded) **OR**
- f. ☐ Earned a minimum of 100 points on the AZ HOUSSE for Middle, Junior High, High School, Visual Arts & Music teachers in the content area, completed no later than June 30, 2007 (documentation required). An existing rubric may be utilized by teachers continuing or returning to teach in this content area **OR**
- g. ☐ Passed the appropriate ACTFL exam (for foreign languages other than Spanish, German and French)

*If you met the requirements for 1, 2, **and** 3 under federal guidelines, you are considered **Highly Qualified**.*

☐ **Highly Qualified Teacher**

☐ **Non-Highly Qualified Teacher**

I attest to the factual completion of this evaluation.

Signature of Teacher

Date

Printed Name of Principal

Signature of Principal

Date



2015 – 2016
ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
SPECIAL EDUCATION: Teacher of Record (Grades 9-12)

Pursuant to requirements mandated by H.R. 1350, Sec. 602 – Individuals with Disabilities Education Improvement Act of 2004. To be completed by Special Education Teachers who are the Teacher of Record for the Grades 9-12 to verify Highly Qualified status.

A Teacher of Record directly instructs, evaluates, and assigns grades for core academic subjects.

Name:		SSN (last 4 digits):	
School:		LEA:	
Teacher Work Email:		School Employment Start Date (mm/yyyy) (Date of Hire):	

1. Holds a bachelor's degree or a more advanced degree from an accredited institution.

AND

2. Holds a valid Arizona Special Education Certificate (A.R.S. §15-502.B) – Intern, Provisional, Reciprocal, or Standard (including Charter Schools)

Disability Area(s) Listed on Certificate: _____

AND

3. Current Teaching Assignment:

_____ Grade(s) _____ Disability Area(s) _____ # of Periods Taught in this Core Content Area

Please check only ONE option below:

Teachers with students tested against the alternate state exam should check Elementary Content. If attestation forms are utilized by the LEA, a separate attestation should be completed for each core content area taught.

- | | |
|---|---|
| <input type="checkbox"/> Elementary Content (alternate state exam only) | <input type="checkbox"/> Geography |
| <input type="checkbox"/> Biology | <input type="checkbox"/> History |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Earth Science | <input type="checkbox"/> Music |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Physical Science |
| <input type="checkbox"/> English | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Political Science/Government |
| <input type="checkbox"/> General Science | <input type="checkbox"/> Visual Arts |



2015 – 2016
ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
SPECIAL EDUCATION: Teacher of Record (Grades 9-12)

AND

☐ **Option #1: Elementary Content**

Teachers with students tested against the alternate state exam should check Elementary Content.

Please check the **ONE** requirement that meets Highly Qualified status for the teaching position.

- a. ☐ Passed the Elementary Education Subject Knowledge AEPA #01 exam (K-8) **OR**
- b. ☐ Passed both the NES Elementary Education Subtests I (NT102) and II (NT103) (K-8) **OR**
- c. ☐ HQ Teacher Reciprocity - Has an out-of-state reciprocal exam or HOUSSE Rubric (documentation required) **OR**
- d. ☐ Earned a minimum of 100 points on the AZ HOUSSE Rubric for Elementary Teachers, completed no later than June 30, 2007 (documentation required). An existing rubric may be utilized by teachers continuing or returning to teach in this content area.

☐ **Option #2: Single High School Core Content Area**

Please check the **ONE** requirement that meets Highly Qualified status for the teaching position.

- a. ☐ Passed the appropriate AEPA or NES Subject Knowledge exam in the core academic subject area **OR**
- b. ☐ HQ Teacher Reciprocity - Has an out-of-state reciprocal exam or HOUSSE Rubric (documentation required) **OR**
- c. ☐ Holds an advanced degree in the core academic subject area **OR**
- d. ☐ Has a major/24 credit hours in the core academic subject area **OR**
- e. ☐ Holds National Board Certification in the core academic subject area (Generalist Certificates excluded) **OR**
- f. ☐ Earned a minimum of 100 points on the AZ HOUSSE for Middle, Junior High, High School, Visual Arts & Music teachers in the content area, completed no later than June 30, 2007 (documentation required). An existing rubric may be utilized by teachers continuing or returning to teach in this content area **OR**
- g. ☐ Passed the appropriate ACTFL exam (for foreign languages other than Spanish, German and French)

*If you met the requirements for 1, 2, **and** 3 under federal guidelines, you are considered **Highly Qualified**.*

☐ **Highly Qualified Teacher**

I attest to the factual completion of this evaluation.

☐ **Non-Highly Qualified Teacher**

Signature of Teacher

Date

Printed Name of Principal

Signature of Principal

Date

Please Note: If you are a Grade 9-12 Special Education teacher and are new to the profession (i.e. first two years) you may use the "Multi-Subject Special Education Teacher- New to the Profession" addendum and the attached HOUSSE rubric to become temporarily Highly Qualified in a second content area.



2015 – 2016
Addendum for
Multi-Subject Special Education Teacher-
New to the Profession (Grades 9-12)

Pursuant to requirements mandated by H.R. 1350, Sec. 602 – (additional core academic subject area) Individuals with Disabilities Education Improvement Act of 2004.

If this addendum and HOUSSE rubric is completed by a “new to the profession” SPED teacher, it must be maintained along with the appropriate documentation in the teacher’s file, regardless of whether the LEA utilizes the attestation forms to gather highly qualified data.

Name:		SSN (last 4 digits):	
School:		LEA:	
Teacher Work Email:		School Employment Start Date:(mm/yyyy) (Date of Hire)	

Multi-subject special education teachers who are “new to the profession” (defined as the first two years working as a SPED teacher) and who already meet Highly Qualified requirements in a core content area, may use the attached Arizona HOUSSE Rubric for Special Education- New to the Profession form to **temporarily** demonstrate that they meet Highly Qualified in additional subject areas. **Individuals using the addendum and rubric must become Highly Qualified by another means within the first two years of work as a SPED teacher.**

Date Began as SPED Teacher: _____

Date of HOUSSE Rubric **Expiration** (not to exceed 2 years): _____

1. Highly Qualified in one of the following core content areas at time of hire (check **ONE** below):

- | | |
|---|---|
| <input type="checkbox"/> Elementary Content (Alternate test only) | <input type="checkbox"/> Geography |
| <input type="checkbox"/> Biology | <input type="checkbox"/> History |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Earth Science | <input type="checkbox"/> Music |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Physical Science |
| <input type="checkbox"/> English | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Political Science/Government |
| <input type="checkbox"/> General Science | <input type="checkbox"/> Visual Arts |

2. Indicate Current Multi-Subject Teaching Assignment:

_____ Grade(s)	_____ Content	_____ # of Periods taught in this Core Content Area
_____ Grade(s)	_____ Content	_____ # of Periods Taught in this Core Content Area
_____ Grade(s)	_____ Content	_____ # of Periods Taught in this Core Content Area



**2015 – 2016
Addendum for
Multi-Subject Special Education Teacher-
New to the Profession (Grades 9-12)**

3. Teaches the following core academic subject area for which an Arizona HOUSSE Rubric for Special Education will be completed. A separate addendum and rubric must be completed for each additional academic subject area. The appropriate documentation must be included with the HOUSSE rubric. Teachers with students assessed against the alternate test should check Elementary Content.

Please check only ONE option below:

- | | |
|---|---|
| <input type="checkbox"/> Elementary Content (Alternate test only) | <input type="checkbox"/> Geography |
| <input type="checkbox"/> Biology | <input type="checkbox"/> History |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Earth Science | <input type="checkbox"/> Music |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Physical Science |
| <input type="checkbox"/> English | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Political Science/Government |
| <input type="checkbox"/> General Science | <input type="checkbox"/> Visual Arts |

*If you met the requirements for 1 and 2 and accrued the 100 points (with supporting documentation) on the HOUSSE Rubric for the content area marked in 3, you are considered **Highly Qualified** through the expiration date noted above.*

I attest to the factual completion of this evaluation.

Signature of Teacher

Date

Printed Name of Principal

Signature of Principal

Date



2015-2016

**Arizona's High, Objective, Uniform, State Standard of Evaluation
AZ Housse Rubric for Special Education- New to the Profession**

Please Note: Individuals must meet Highly Qualified requirements by another means within the first two years of work as a SPED teacher (see page one).

Date of Housse Rubric Expiration: _____

Core Content Area: _____

*****Please complete a separate rubric for each core academic area*****

Years of Teaching Experience in the Core Academic Subject Area	College Coursework in the Core Academic Subject Area
<ul style="list-style-type: none"> Elementary level includes teaching experience in an elementary classroom. Middle and High School teaching includes 6-12th grade, departmentalized experience in the core academic subject area. Visual Arts and Music teachers may count K-12 grade experience in these core areas. 	<p><u>Elementary Content Teachers of Record:</u></p> <ul style="list-style-type: none"> Coursework in the core academic subject areas: <ul style="list-style-type: none"> English/Language Arts/Reading Mathematics Music Science (Biology, Chemistry, Earth Science, General Science, Integrated Science, Physical Science and Physics) Social Studies (Geography, History, Political Science/Government & Economics) Visual Arts <p align="center">OR</p> <ul style="list-style-type: none"> An Advanced Degree relevant to Elementary Education to include: <ul style="list-style-type: none"> Curriculum & Instruction Elementary Education Early Childhood Education <p><u>Middle & High School Teachers of Record:</u></p> <ul style="list-style-type: none"> Coursework in the core academic subject areas: <ul style="list-style-type: none"> Economics English Foreign Language Geography History Mathematics Middle Grades English Language Arts Middle Grades Social Studies Music Political Science/Government Science (Biology, Chemistry, Earth Science, General Science, Integrated Science, Physical Science and Physics) Visual Art <p>**A copy of the complete university/college transcript must be attached to this document.</p>
10 points per year Maximum = 50 pts	4 points per credit hour--must have a <u>minimum of 13 credit hours</u> in core academic subject area.
# Years:	# Sem/Cr. Hrs., and/or Degree Area:
TOTAL Points:	TOTAL Points:

Grand Total: _____ (A score of 100+ points = Highly Qualified)

Teacher Printed Name: _____

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

SECTION 8:
CTE (DUAL CREDIT) ATTESTATION



2015 – 2016

ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
Career and Technical Education (CTE)

Pursuant to R7-2-302.02 and R7-2-302.03 – To be completed only by CTE teachers assigned to teach State Board approved equivalent courses (for dual credit) in Economics, English, Mathematics, & Science.

Name:		SSN (last 4 digits):	
School:		LEA:	
Teacher Work Email:		School Employment Start Date:(mm/yyyy) (Date of Hire)	

Note: Teachers must be Highly Qualified in each core content area they are assigned to teach. If the LEA is utilizing an attestation form to gather data, a separate form should be completed for each core content area.

1. Holds a bachelor's degree or more advanced degree from an accredited institution.

AND

2. Holds a valid CTE certificate

AND

3. Assigned to teach State Board approved equivalent courses (for dual credit) in Economics, English, Mathematics, or Science.

Check only **ONE** option below:

- ☐ CTE English
- ☐ CTE Economics
- ☐ CTE Mathematics

- CTE Science:
- ☐ Biology
 - ☐ Chemistry
 - ☐ Earth Science
 - ☐ General Science
 - ☐ Physical Science
 - ☐ Physics

AND

4. # of Periods Taught in this Core Content Area _____

Check only **ONE** option below:

- a. ☐ Passed the appropriate AEPA or NES Subject Knowledge exam in the core academic subject area **OR**
- b. ☐ HQ Teacher Reciprocity- Has an out-of-state reciprocal exam or HOUSSSE (documentation required) **OR**
- c. ☐ Holds an advanced degree in the core academic subject area **OR**
- d. ☐ A major/24 credit hours in the core academic subject area **OR**
- e. ☐ Has National Board Certification in the core academic subject area (National Board Certification in Career and Technical Education is not acceptable) **OR**

*If you met the requirements for 1, 2, 3 and 4 under federal guidelines, you are considered **Highly Qualified**.*

☐ **Highly Qualified Teacher**

☐ **Non-Highly Qualified Teacher**

I attest to the factual completion of this evaluation.

Signature of Teacher

Date

Printed Name of Principal

Signature of Principal

Date

SECTION 9:
RURAL EDUCATION ACHIEVEMENT
PROGRAM (REAP)



2015 – 2016
ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
Local Education Agencies Eligible for the
Rural Education Achievement Program
MULTI-SUBJECT SECONDARY TEACHERS (Grades 6-12)

(Pursuant to requirements mandated by P.L. 107-110 'No Child Left Behind' Legislation)

Local education agencies that are eligible to participate in the Rural Education Achievement Program may utilize this attestation form (see <http://www.azed.gov/program-operations/reap/> for a list of eligible local education agencies). This form may be completed by multi-subject teachers in grades 6-12 in the following core content areas: Middle Grades Language Arts/Reading, Middle Grades Social Studies, English, Mathematics, General Science, Biology, Chemistry, Earth Science, Physical Science, Physics, Foreign Language, Economics, Political Science/Government, History, Geography, Visual Arts and Music.

Name:		SSN (last 4 digits):	
School:		LEA:	
Teacher Work Email:		School Employment Start Date:(mm/yyyy) (Date of Hire)	

If the LEA is utilizing an attestation form to gather Highly Qualified data, a separate form should be completed for each core content area taught.

1. Holds a bachelor's degree or more advanced degree from an accredited institution.

AND

2. Holds a valid Arizona teaching certificate – Intern, Provisional, Reciprocal, or Standard (Charter school teachers are exempt from this requirement).

- a. ☐ Secondary Certificate
- b. ☐ Foreign Teacher Certificate (Secondary)
- c. ☐ Teaching Intern Certificate (Secondary)
- d. ☐ Special Education Certificate (List Disability Area(s): _____)

AND

3. Teaching Assignment: _____
Grade(s)

Core Academic Area

of Periods Taught in this Core Content Area

Please check only ONE option below:

- a. ☐ Passed the appropriate AEPA or NES Subject Knowledge exam in the core content area **OR**
- b. ☐ HQ Teacher Reciprocity- Has an out-of-state reciprocal exam or HOUSSE Rubric (documentation required) **OR**
- c. ☐ Passed the appropriate ACTFL exam (for foreign languages other than Spanish, German and French) **OR**
- d. ☐ Holds an advanced degree in the core academic subject area **OR**
- e. ☐ Has a major/24 credit hours in the core academic subject area **OR**
- f. ☐ Holds National Board Certification in the core academic subject area (Generalist Certificates excluded) **OR**
- g. ☐ Earned a minimum of 100 points on the AZ HOUSSE for Middle, Junior High, High School, Visual Arts & Music teachers in the content area, completed no later than June 30, 2007 (documentation required). An existing rubric may be utilized by teachers continuing or returning to teach in this content area



2015 – 2016
ARIZONA HIGHLY QUALIFIED ATTESTATION FORM
Local Education Agencies Eligible for the
Rural Education Achievement Program
MULTI-SUBJECT SECONDARY TEACHERS (Grades 6-12)

*If you met the requirements for 1, 2, **and** 3 under federal guidelines, you are considered **Highly Qualified**.*

☐ **Highly Qualified Teacher**

☐ **Non-Highly Qualified Teacher**

I attest to the factual completion of this evaluation.

Signature of Teacher

Date

Printed Name of Principal

Signature of Principal

Date

Please Note: If you are a 6-12th grade teacher working in a Local Education Agency that is eligible for the Rural Education Achievement Program, you may utilize the REAP Multi-Subject Secondary Teacher addendum and HOUSSE rubric to become temporarily Highly Qualified in a second content area.



2015 – 2016

**Addendum for Multi-Subject Secondary Teachers (Grades 6-12)
Local Education Agencies Eligible for the
Rural Education Achievement Program**

(Pursuant to requirements mandated by P.L. 107-110 'No Child Left Behind' Legislation)

If this addendum and HOUSSE rubric is completed, it must be maintained along with the appropriate documentation in the teacher's file, regardless of whether the LEA utilizes the attestation forms to gather highly qualified data.

Name:		SSN (last 4 digits):	
School:		LEA:	
Teacher Work Email:		School Employment Start Date:(mm/yyyy) (Date of Hire)	

Multi-subject 6-12th grade teachers working in a local education agency that is eligible for the Rural Education Achievement Program may use the REAP Arizona HOUSSE Rubric for Multi-Subject Secondary Teachers (Grades 6-12) to **temporarily** demonstrate competence in additional subject areas. **Individuals must become Highly Qualified by another means within the first three years from the date of hire.**

Date of Hire: _____ Date of HOUSSE Rubric **Expiration** (3 years): _____

1. Multi-Subject, 6-12th grade teacher employed in a local education agency eligible for the Rural Education Achievement Program (see <http://www.azed.gov/program-operations/reap/> for a list of eligible local education agencies).

2. Highly qualified in one of the following core content areas at the time of hire (**check one below**):

- | | |
|---|--|
| <input type="checkbox"/> Biology | <input type="checkbox"/> Middle Grades General Science |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Middle Grades Language Arts/Reading |
| <input type="checkbox"/> Earth Science | <input type="checkbox"/> Middle Grades Mathematics |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Middle Grades Social Studies |
| <input type="checkbox"/> English | <input type="checkbox"/> Music |
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Physical Science |
| <input type="checkbox"/> General Science | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Geography | <input type="checkbox"/> Political Science/Government |
| <input type="checkbox"/> History | <input type="checkbox"/> Visual Arts |
| <input type="checkbox"/> Mathematics | |

3. Indicate current multi-subject teaching assignment:

_____ Grade(s)	_____ Content	_____ # of Periods Taught in this Core Content Area
_____ Grade(s)	_____ Content	_____ # of Periods Taught in this Core Content Area
_____ Grade(s)	_____ Content	_____ # of Periods Taught in this Core Content Area



2015 – 2016

**Addendum for Multi-Subject Secondary Teachers (Grades 6-12)
Local Education Agencies Eligible for the
Rural Education Achievement Program**

(Pursuant to requirements mandated by P.L. 107-110 'No Child Left Behind' Legislation)

4. Teaches the following core academic subject for which a Rural Education Achievement Program HOUSSE rubric will be completed. The appropriate documentation must be included with each HOUSSE rubric. **A separate addendum and rubric must be completed for each academic subject area.**

Please check only ONE option below:

- | | |
|---|--|
| <input type="checkbox"/> Biology | <input type="checkbox"/> Middle Grades General Science |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Middle Grades Language Arts/Reading |
| <input type="checkbox"/> Earth Science | <input type="checkbox"/> Middle Grades Mathematics |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Middle Grades Social Studies |
| <input type="checkbox"/> English | <input type="checkbox"/> Music |
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Physical Science |
| <input type="checkbox"/> General Science | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Geography | <input type="checkbox"/> Political Science/Government |
| <input type="checkbox"/> History | <input type="checkbox"/> Visual Arts |
| <input type="checkbox"/> Mathematics | |

*If you met the requirements for 1, 2 and 3 and have accrued 100 points (with the supporting documentation) on the HOUSSE Rubric for the content area marked in 4, you are considered **Highly Qualified** through the expiration date noted above.*

I attest to the factual completion of this evaluation.

Signature of Teacher

Date

Printed Name of Principal

Signature of Principal

Date



2015-2016

**Arizona's High, Objective, Uniform, State Standard of Evaluation
AZ HOUSSE Rubric for Local Education Agencies Eligible for
the Rural Education Achievement Program
Multi-Subject Secondary Teachers (Grades 6-12)**

Please Note: Individuals must become Highly Qualified by another means within the first three years from the date of hire (see page one).

Date of HOUSSE Rubric Expiration: _____

Core Content Area: _____

*****Please complete a separate rubric for each core academic area*****

Years of Teaching Experience in the Core Academic Subject Area	College Coursework in the Core Academic Subject Area
<ul style="list-style-type: none"> Middle and High School teaching includes 6-12th grade, departmentalized experience in the core academic subject area. Visual Arts and Music teachers may count K-12th grade experience in these core areas. 	<p><u>Middle & High School:</u></p> <ul style="list-style-type: none"> Coursework in the core academic subject area noted above: <ul style="list-style-type: none"> -Biology -Chemistry -Earth Science -Economics -English -Foreign Language -General Science -Geography -History -Mathematics -Middle Grades Language Arts/Reading -Middle Grades Social Studies -Music -Physical Science -Physics -Political Science/Government -Visual Arts <p>**A copy of the complete university/college transcript must be attached to this document.</p>
10 points per year Maximum = 50 pts	4 points per credit hour--- must have a <u>minimum of 13 credit hours</u> in core academic subject area.
# Years:	# Sem/Cr. Hrs., and/or Degree Area:
TOTAL Points:	TOTAL Points:

Grand Total: _____ (A score of 100+ points = Highly Qualified)

Teacher Printed Name: _____

Teacher Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____

The contents of this publication were developed with funds allocated by the U.S. Department of Education under (Title II, P.L. 107-110 No Child Left Behind). These contents do not necessarily represent the policy of the agency, nor should endorsement by the federal government be assumed.

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